

Montana Schools of Promise: A First Conversation on Sense-making

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Brief overview

- *A few reflections*
- *Some purposes of evaluation*
- *Some common elements of School Improvement evaluations*
- *Crafting your evaluation*
- *Some ways of thinking about a fresh approach*

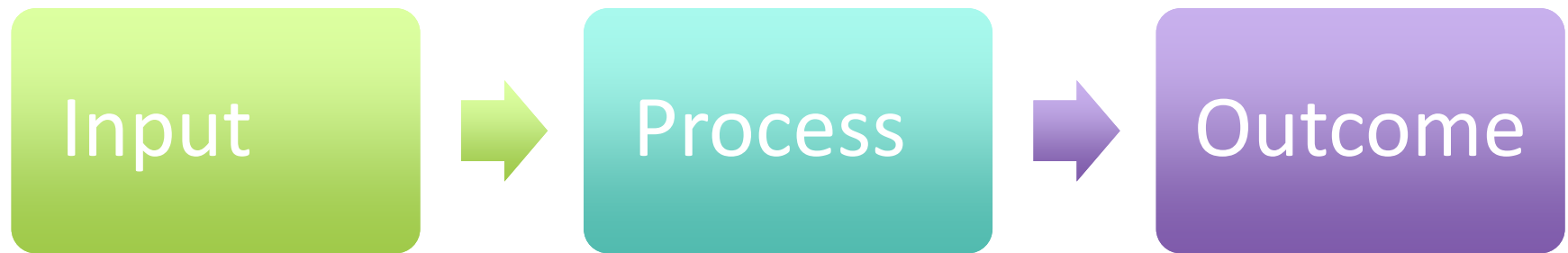
A few biographical details to contextualize my reflections

SOME NOTES ON PERSPECTIVE

Priorities can be both internal and external

PURPOSES

LOTS OF WAYS TO THINK ABOUT EVALUATION



LOTS OF WAYS TO THINK ABOUT EVALUATION



WAYS OF KNOWING

Very common ways of analyzing performance

- Assessments
- Surveys
- Attendance
- Rates of certain behaviors
- Special education enrollment
- Completion rates
- Stakeholder satisfaction rates
- School observations

BUT FOR AN EXPANDED SET OF OUTCOMES FOR SCHOOL...

- Other measures may become necessary
 - Are students happy?
 - Are students healthy?
 - Are students culturally-competent? Culturally-actualized?
 - Are students engaged?

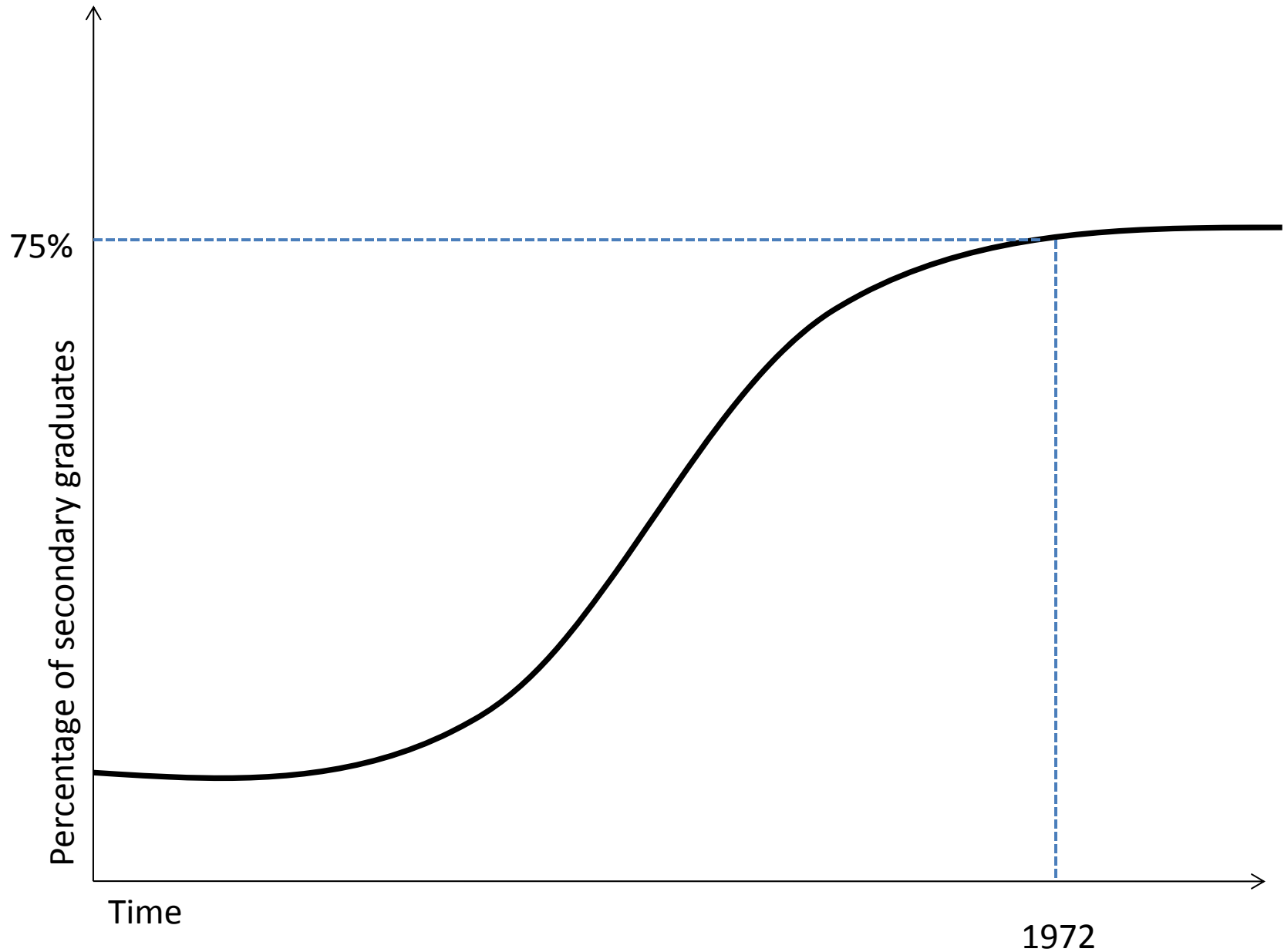
AND WHAT ABOUT STORIES AND NARRATIVES?

- What stories are students telling about their learning experience?
- What do they think these stories mean?
- What stories are other important stakeholders telling (parents, tribal leaders, elders)
- What do they think these stories mean?

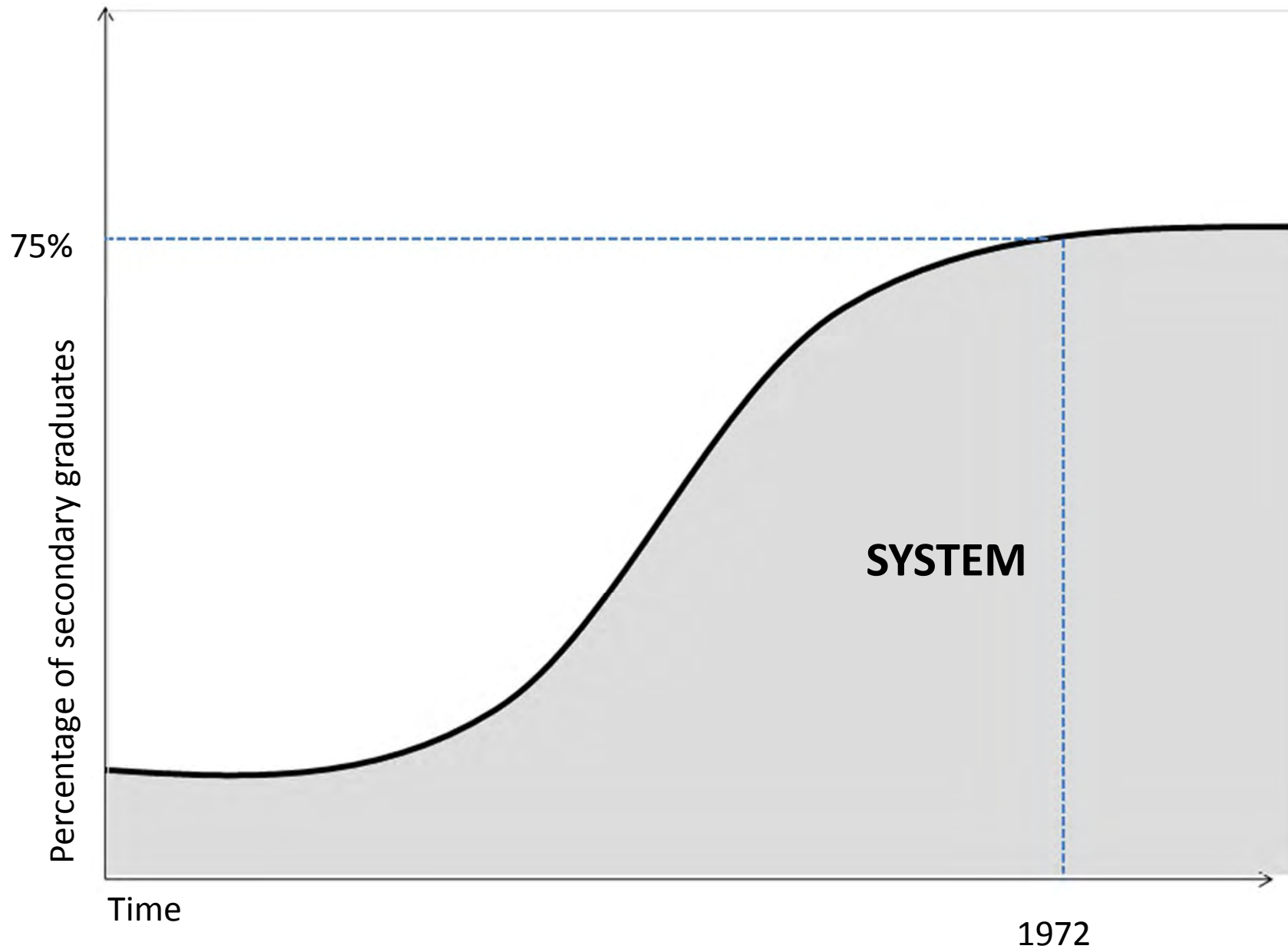
A look inside some emerging thinking on approaches to education analysis

WHY STORIES?

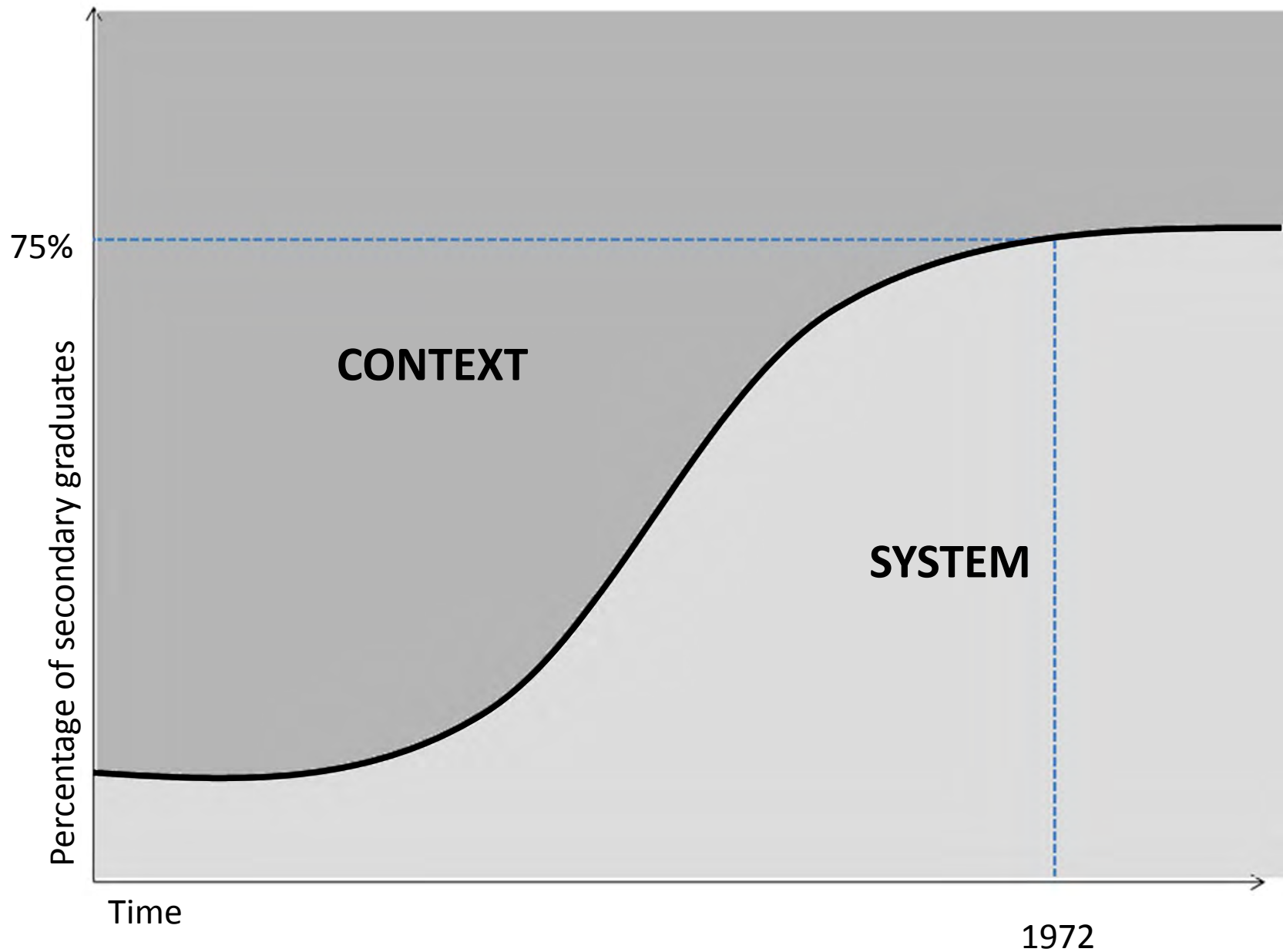
General shape of US education productivity curve



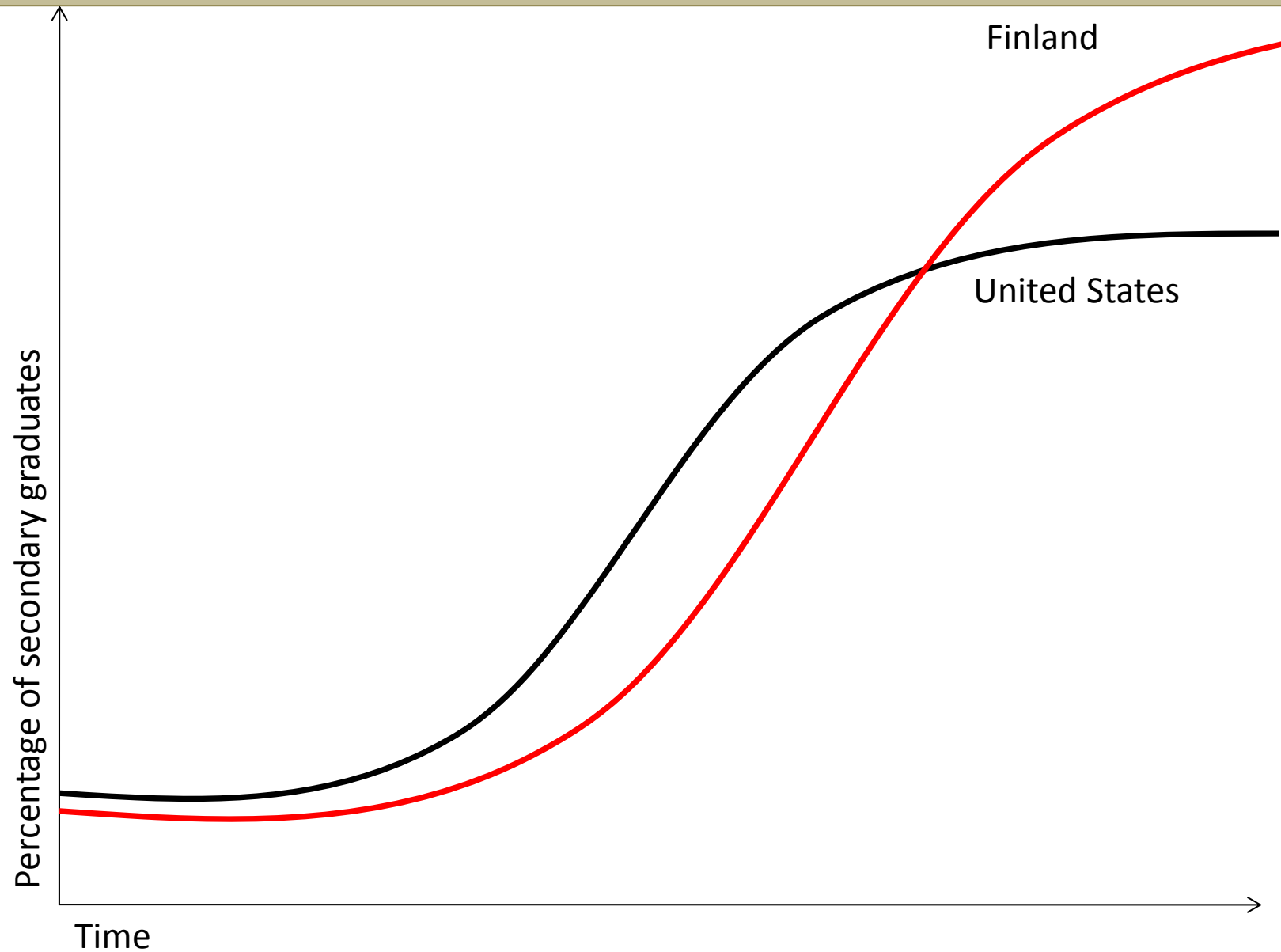
General shape of US education productivity curve



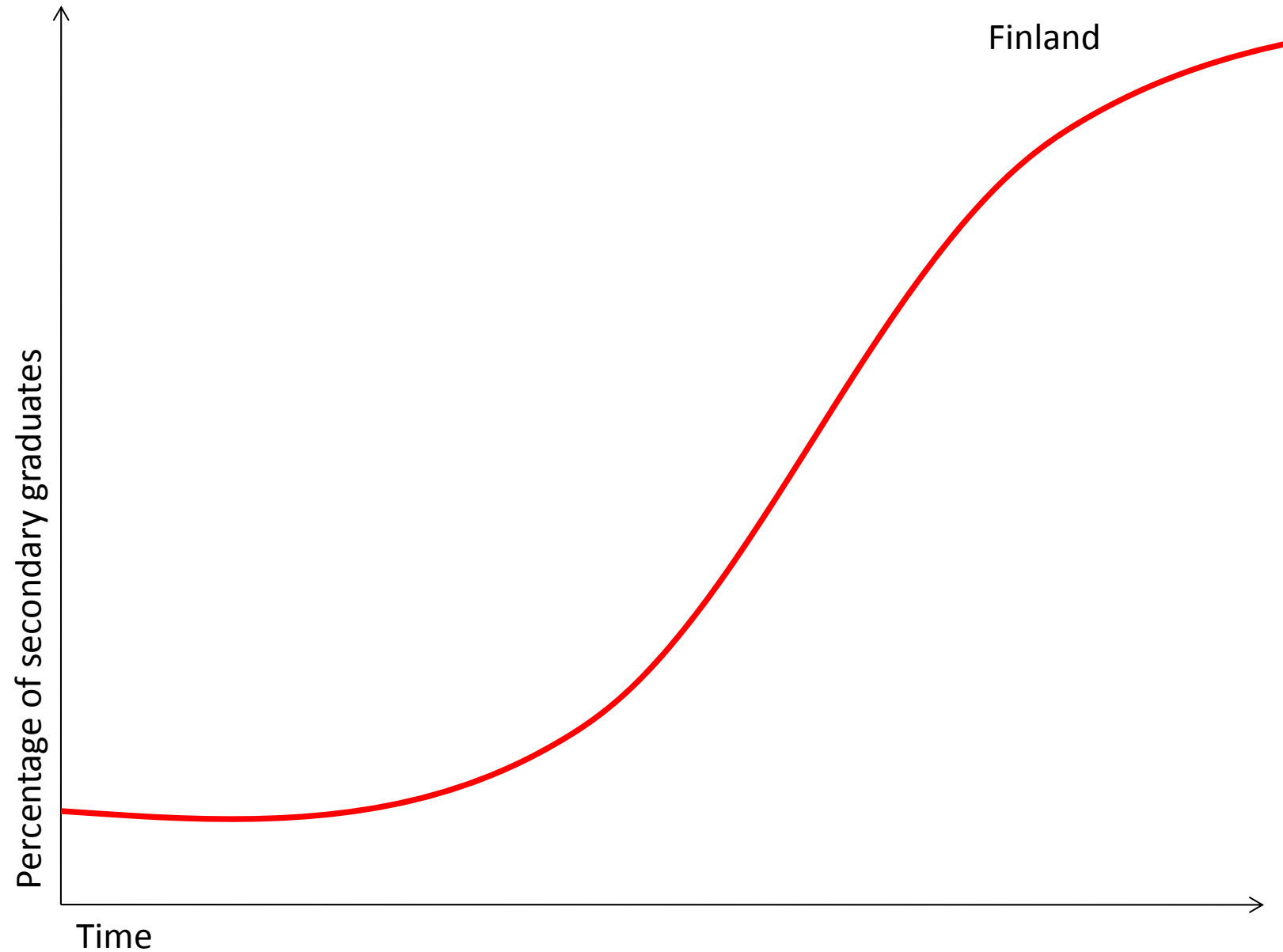
General shape of US education productivity curve



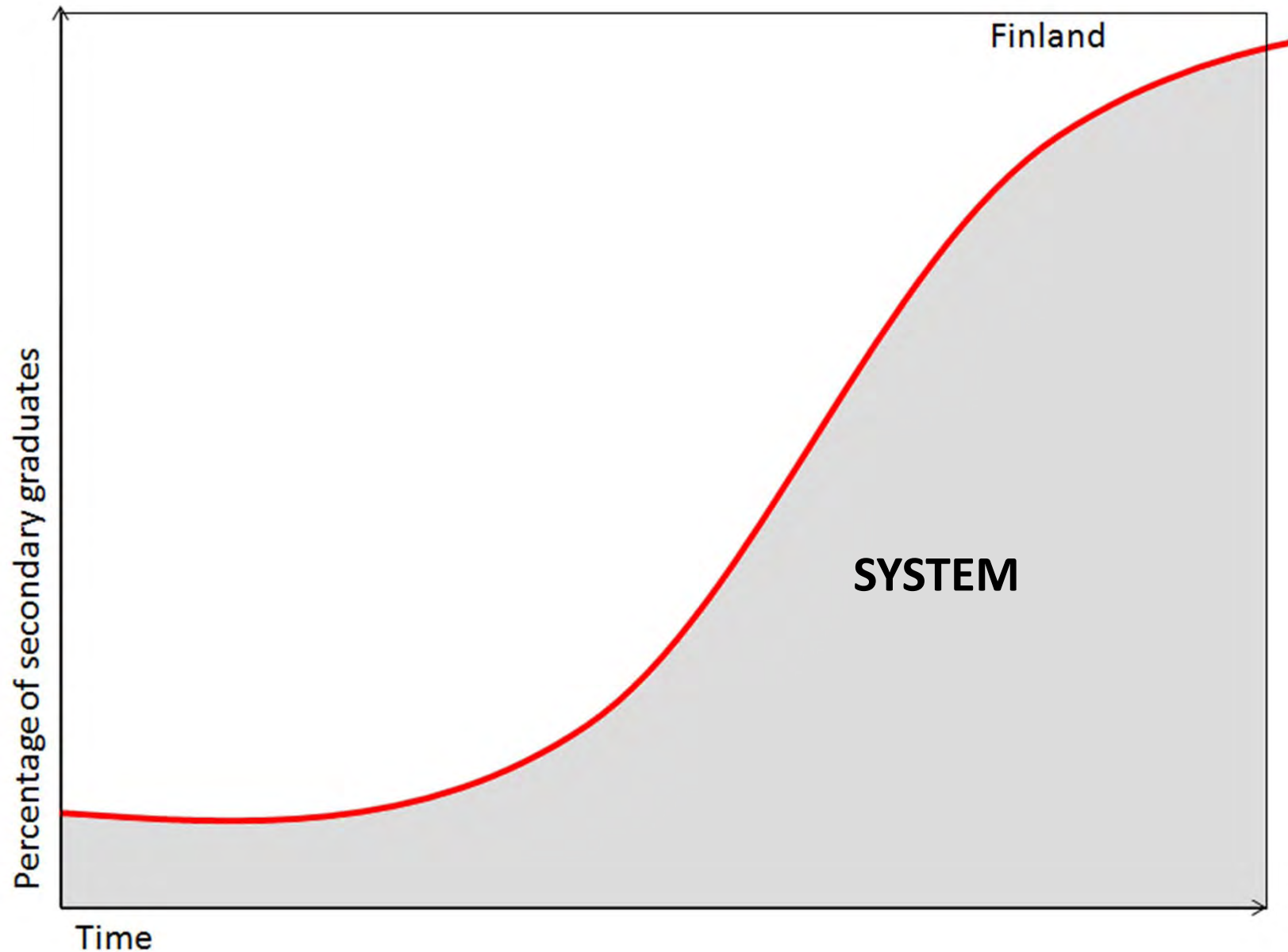
General shape of education productivity curves, US and Finland



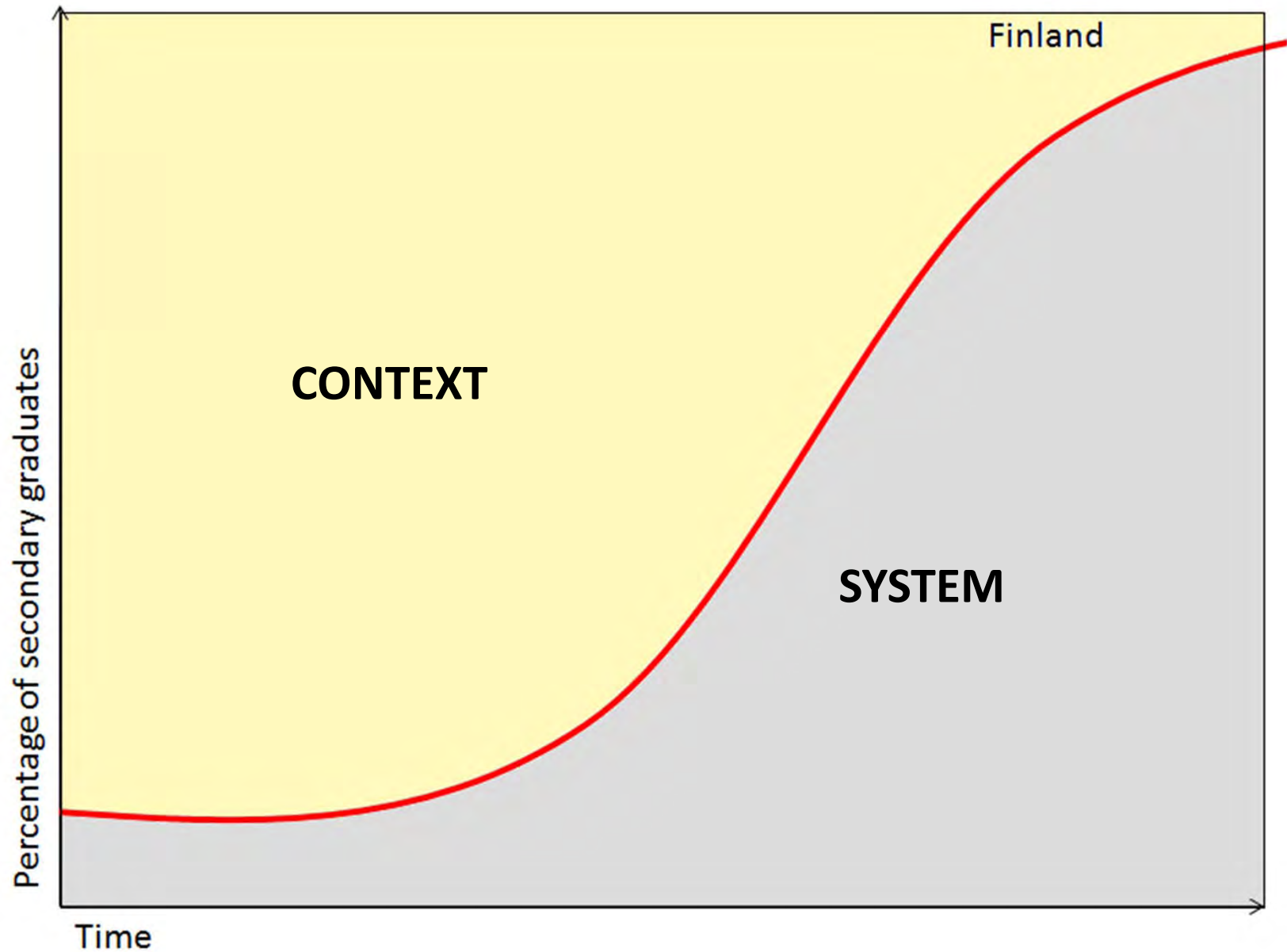
General shape of Finnish education productivity curve



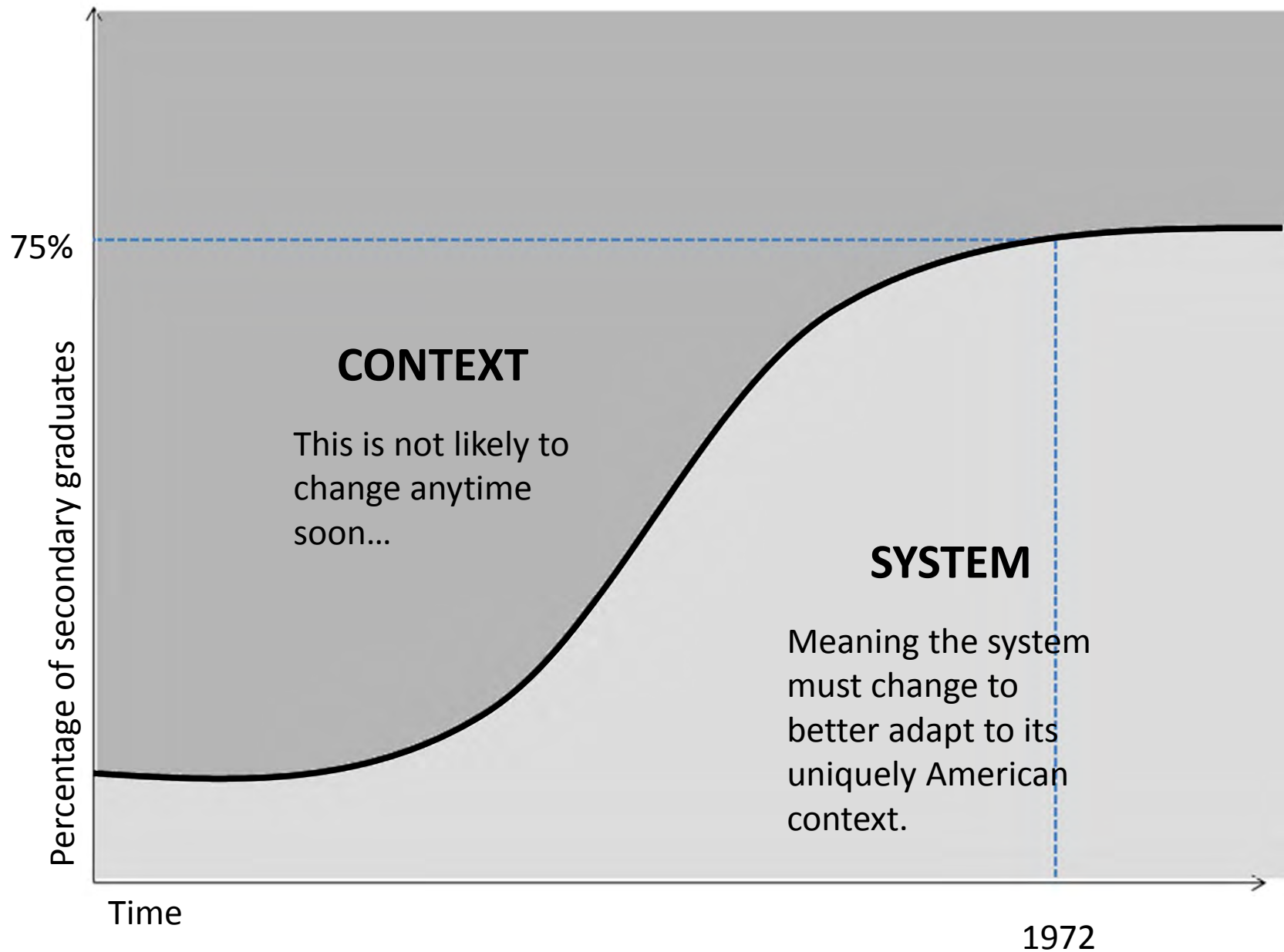
General shape of Finnish education productivity curve



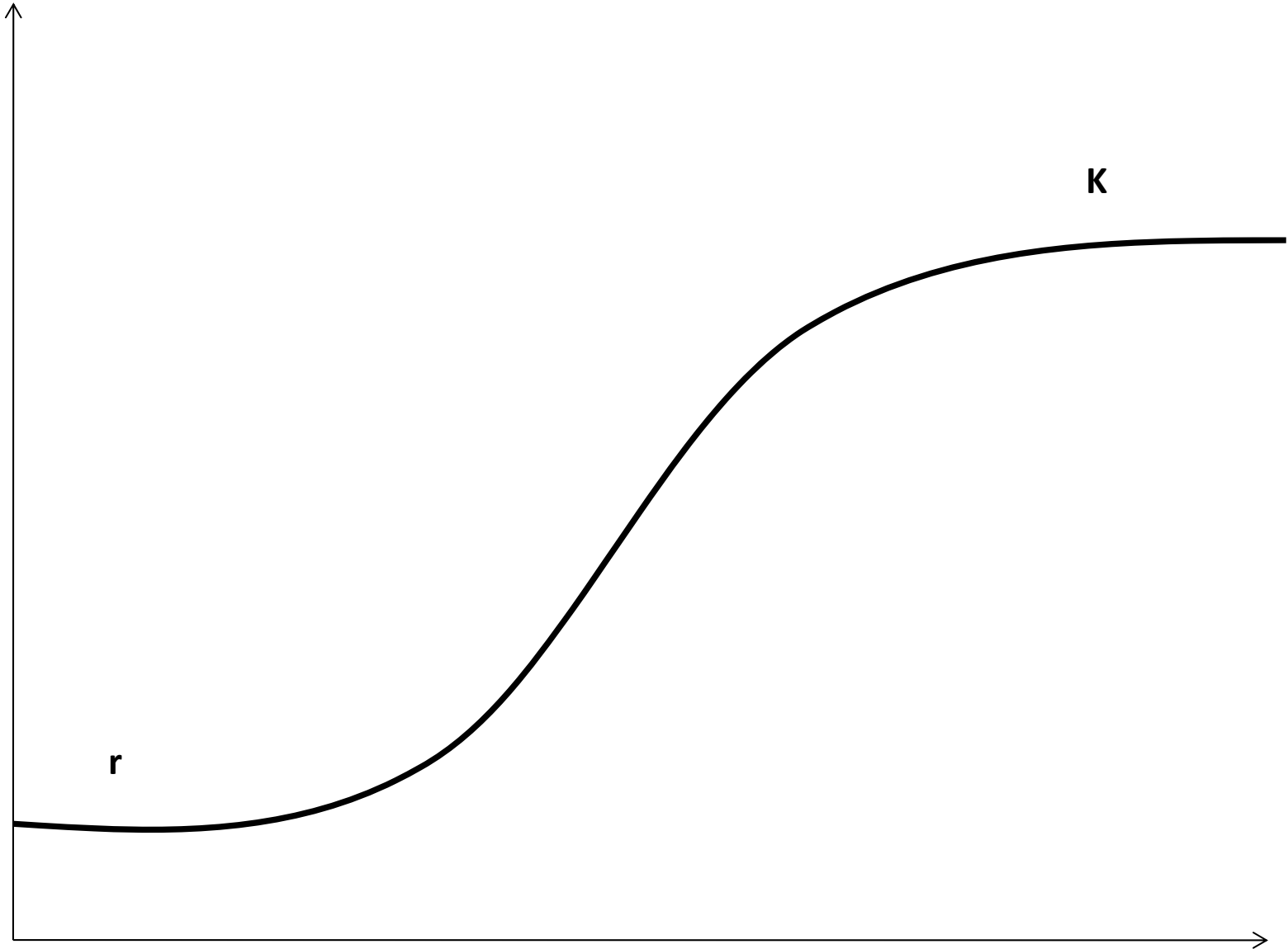
General shape of Finnish education productivity curve



General shape of US education productivity curve



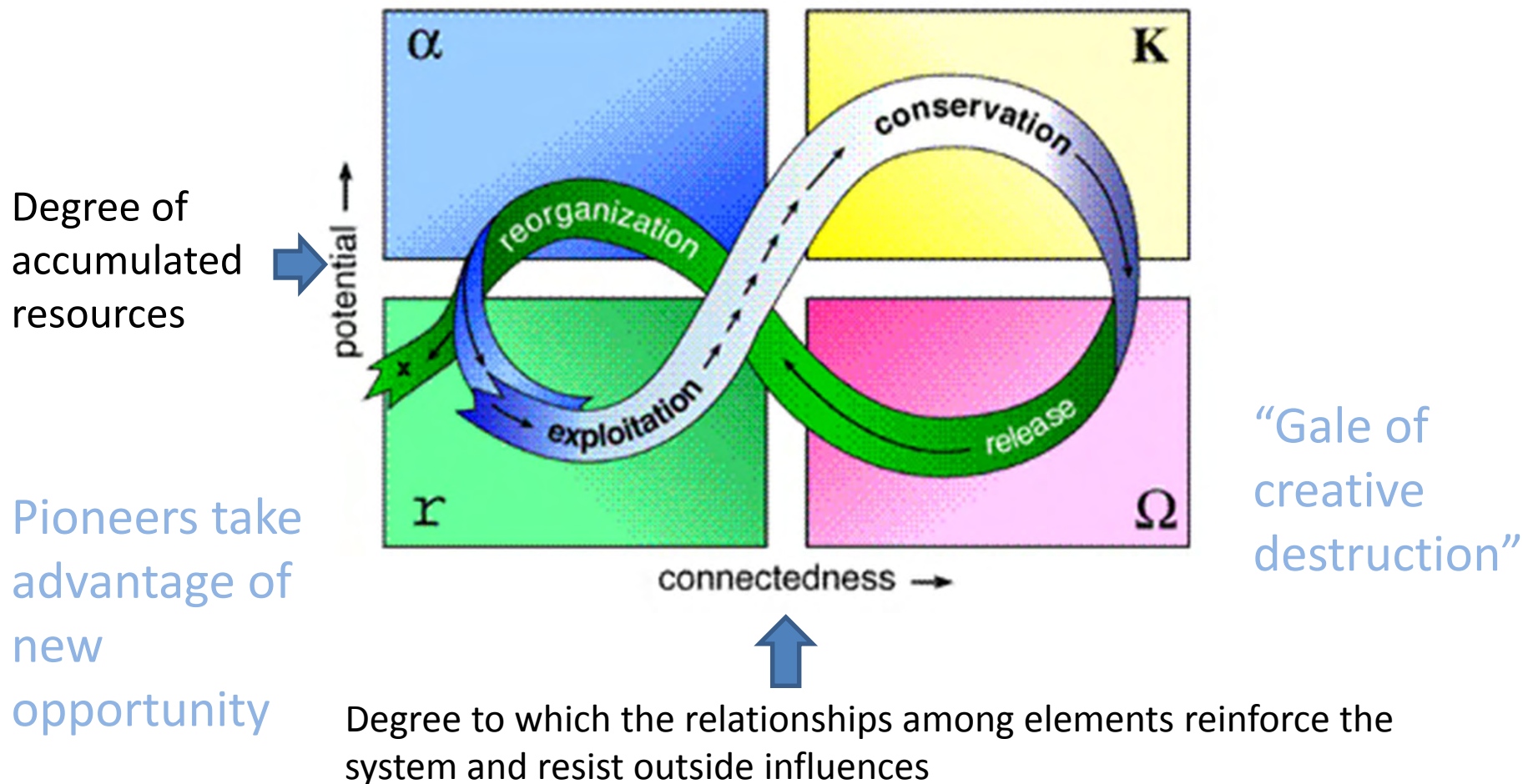
So how do systems adapt to context?
Are there guiding examples?



Adaptive ecological cycles

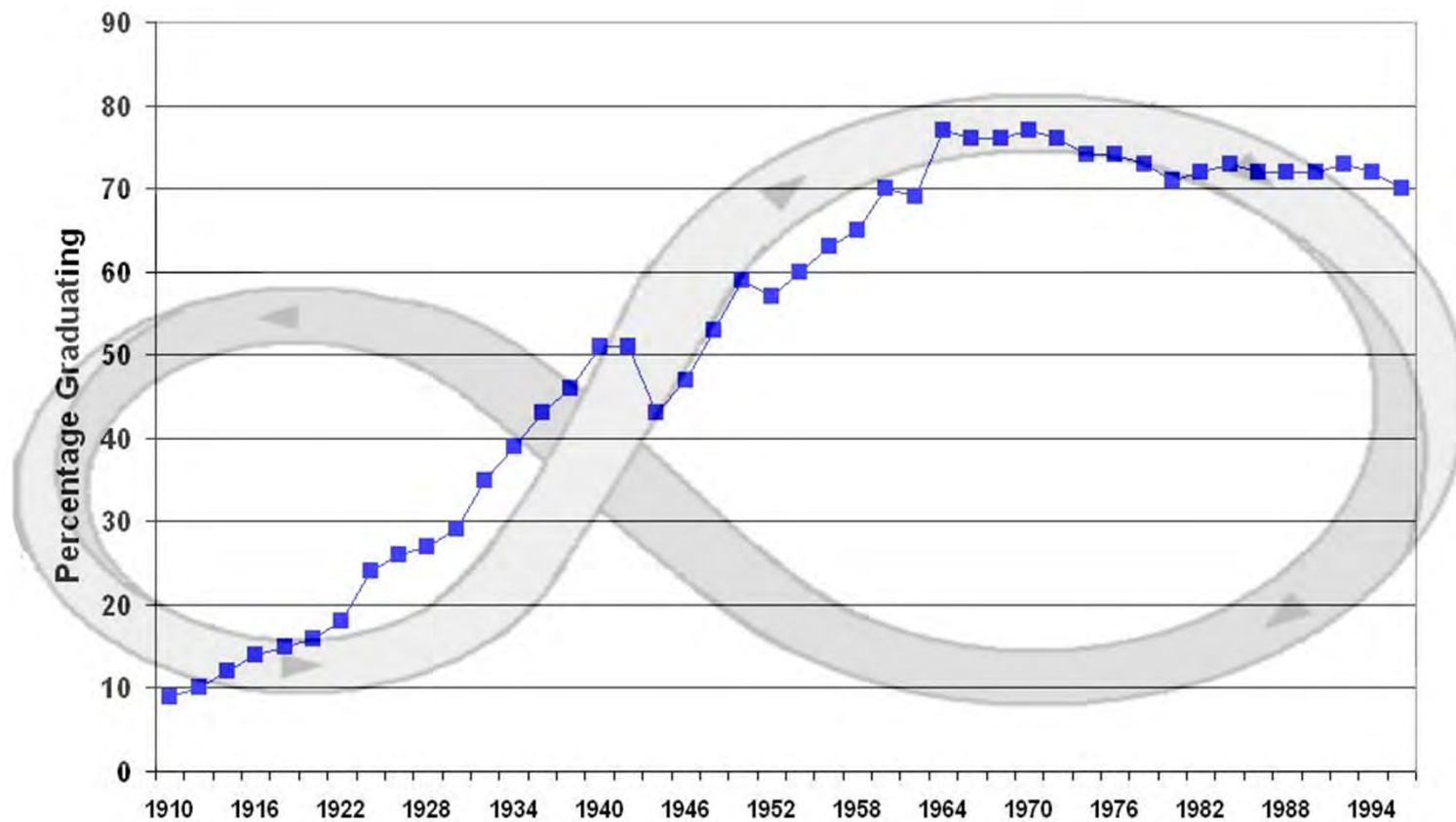
A “welcoming environment for experiments”

Leaders expand, improve, and become rigid



Are we on the verge of chaos?

High School Graduation Rates (Percent of 17 Year Olds)

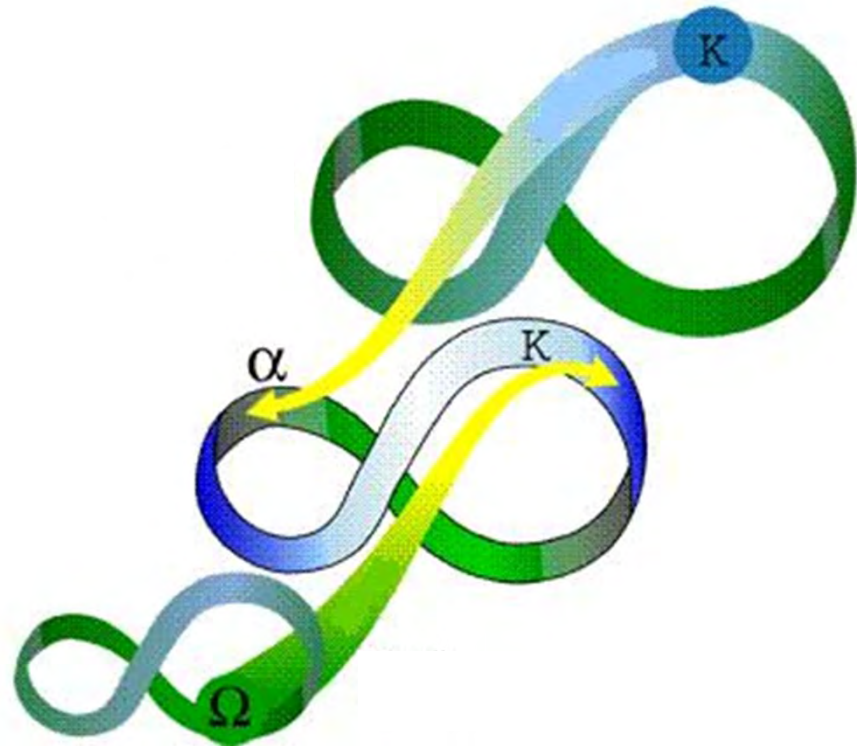


Inevitability of chaos?



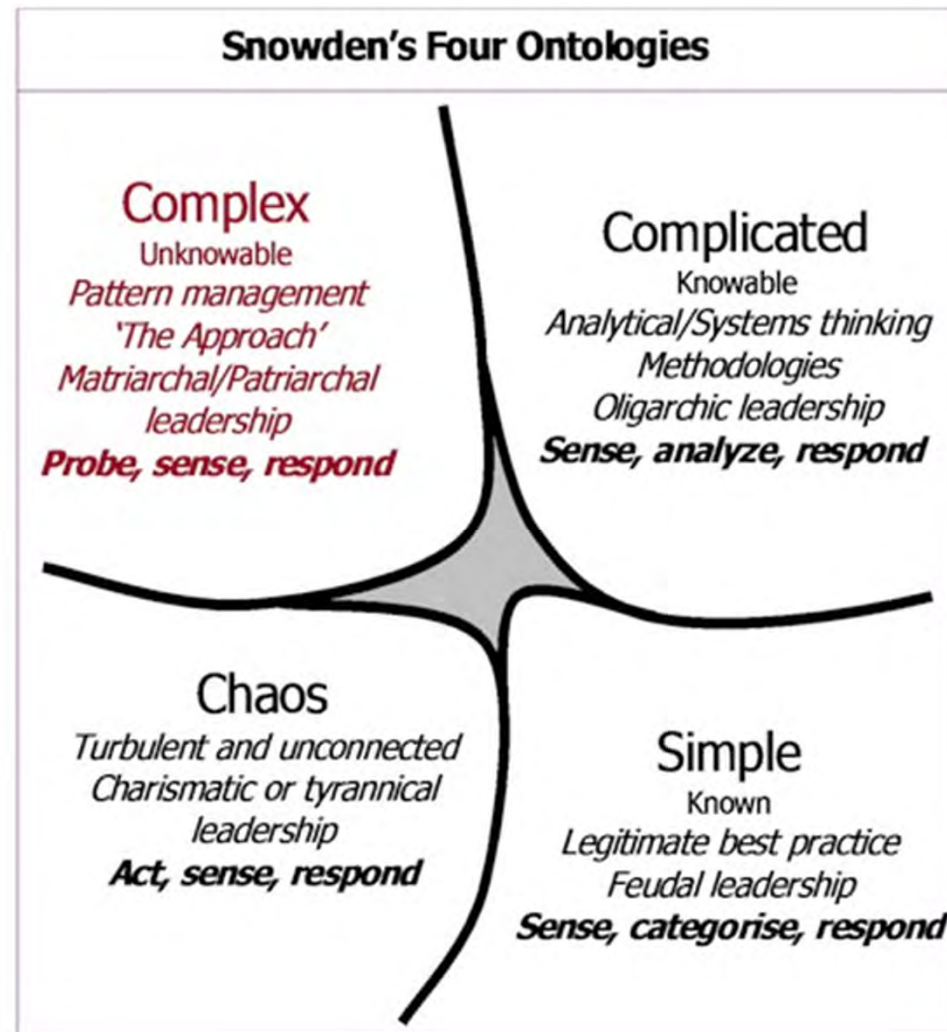
Cascading change

Rearrangement of elements at smaller scales can nucleate new opportunity. Potential will accumulate and, if it exceeds a threshold, can cascade to impact higher levels of organization.



**SO, HOW DOES ALL THIS THEORY
INFORM WHAT WE'D DO?**

COMPLEXITY THEORY



SENSE-MAKING

<http://www.youtube.com/watch?v=N7oz366X0-8&feature=related>

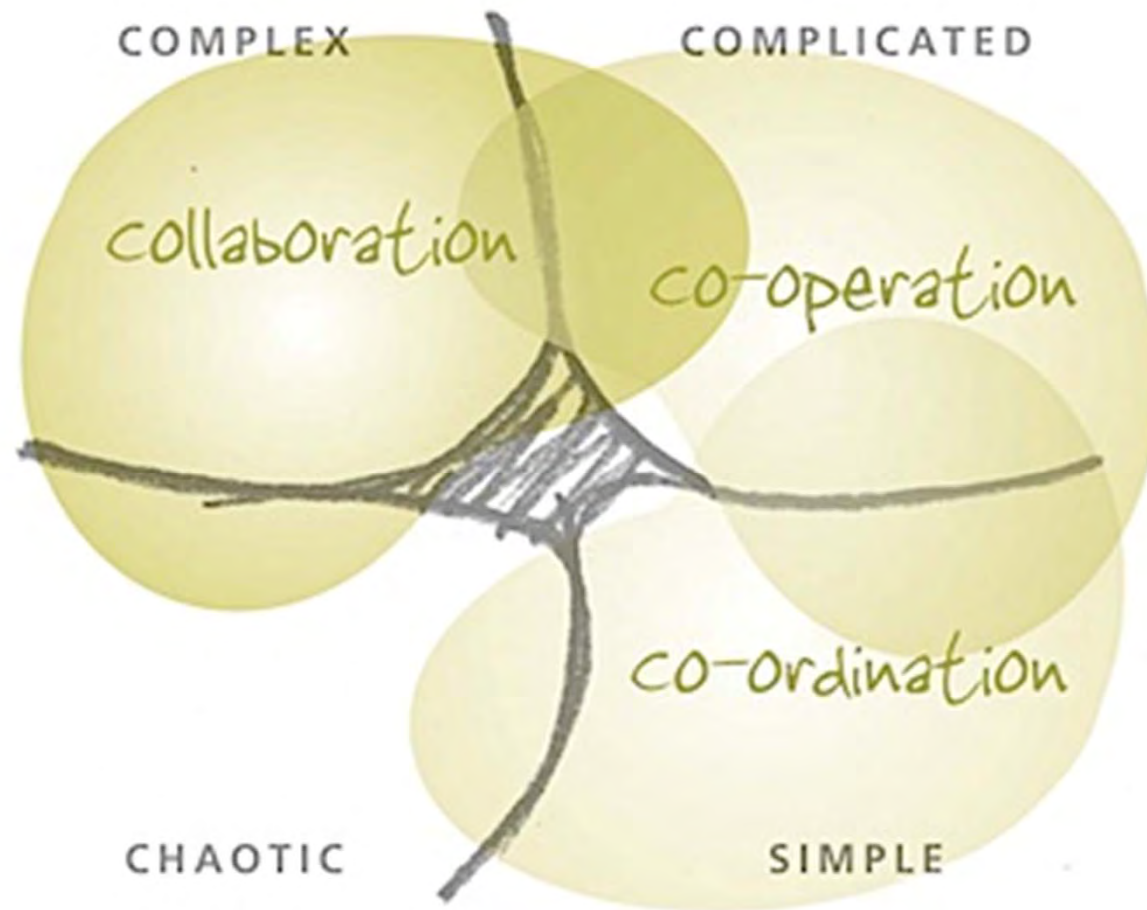
SENSE-MAKING

<http://www.youtube.com/watch?v=Miw92eZaJg>

SENSE-MAKING

<http://www.youtube.com/watch?v=SkRe7Xg7pk4&feature=related>

IMPORTANCE AND APPLICATION



Source: anecdote.com

Let's walk through an exercise where we learn more about our ambitions

HEAVEN AND HELL

Thank you

ACKNOWLEDGEMENTS